



## PNMI Training Handout #5

## PNMI Standard 31 Elements

### **Part 1:**

#### **Minimum PNMI Requirement for Progress Notes**

1. Notes must be written per session, that is, each session given gets its own progress note.
2. If a page has more than one note, each note must include all requirements below, just as any other progress note would
3. There must be a progress note written every day the service was not given explaining why.
4. The person who gave the service is always the same person who must write the note.

#### **Requirements of what to include in a progress note\*:**

- The specific type of service given using the same name it was given in the plan
- Session duration in minutes
- The date the service was given
- Printed name of person who wrote it
- Hand dated or electronically dated signature of the person who wrote the note (with the date the note was written)
- The note writer's agency title
- The goal and the objective from the treatment plan that were addressed
- The progress that the youth made, during the session, towards that goal and that objective. Please notice: If a one-word categorizing method is used, with words such as "poor" or "adequate" then the preference is that the chosen category should be amply explained with factual, supporting information describing the youth's performance during the session.

\* This applies to the following progress notes:

- Individual Progress Notes
- Group Progress Notes
- Family Therapy Progress Notes



## PNMI Training Handout #5

## PNMI Standard 31 Elements

- Medication Management Progress Notes (Psychiatrist or APRN)
- Standard 31-Related Milieu Progress Notes
- Recreation Therapy Progress Notes (if this service is considered of clinical level in the treatment plan)

### **Part 2:**

#### **Progress Notes which would NOT be found acceptable:**

1. No details at all.
2. No goal and objective are mentioned and there's no other way of finding it out. If there is no indication of a goal and objective addressed or no other clarifying indication, there is no way of knowing how the service given relates to the treatment plan whose services are being reviewed.
3. No information on how the youth was approached. Don't just say: "This staff approached Johnny" and then talk about the activity right away. Instead, briefly describe what was going on with Johnny when you approached him, and then talk about the teaching or coaching. This information will let the reviewer know whether the service was given proactively or reactively, so it must be written, just like the rest of the note, with all honesty and veracity by sticking to the facts.
4. Not given on a one-on-one basis: It cannot be given as a group.
5. No info at all on how was the teaching or coaching done and only info on what was done and nothing else. Often, there is only a repetition of the treatment plan's instructions and text saying it went well. The added "how" info would be the evidence that it actually happened whereas just including the "what" info alone by only using the language from the treatment plan, is basically the same as telling the reader: "I did it, please believe me" without any evidence or details as to how it happened, how you did it.
6. Only describing observed behaviors that the youth engaged in and no teaching or coaching.



## PNMI Training Handout #5

## PNMI Standard 31 Elements

7. Only praising the youth's behaviors and no teaching or coaching. Just praising is not teaching or coaching.
8. Describing a reactive intervention as opposed to a one-on-one proactive teaching or coaching.
9. Describing a routine activity (such as the client being told to do his or her routine chores) and calling it a teaching or coaching.
10. Only having the youth recite already learned and routinely used skills without any practical teaching or coaching taking place.
11. Only talking with the young person about the importance of this or that theme without any actual teaching or coaching taking place.
12. No information about who said what: What did the staff say to the youth while teaching or coaching the skill(s) to him or her? What did the youth say to the staff in return?
13. No information at all on the progress made by the client as observed during the teaching or coaching session, and about how the staff told the youth how the skill(s) learned can be used in the community.
14. Describing a reaction: prompting or redirecting a youth during a situation or an exhibited behavior, strong affect or intense mood, and not describing a one-on-one proactive teaching or coaching that takes place as scheduled and planned, when the youth is receptive to the teaching or coaching.